



CATMOSE PRIMARY

PUPIL PREMIUM REVIEW

PUPIL PREMIUM GRANT 2019-2020
PROJECTED PUPIL PREMIUM GRANT 2020-2021

INTRODUCTION

This document aims to provide greater detail about our current provision and plans for the next twelve months.

Pupil Premium is additional funding provided by the Department for Education to enhance the education and reduce inequalities and gaps in attainment between those pupils in specific socio-economic groups (namely those pupils entitled to free school meals, looked after children and children of service personnel) and their peers.



POSITION STATEMENT - INTENT

The view of the Primary is that we aim to maximise the potential of all pupils in our care. Specific attention is paid to those pupils who need the greatest amount of support to realise outstanding achievement. We believe that pupils will achieve best when they and their families are fully engaged with the Primary. This is accomplished through strong attendance, academic achievement and strong engagement in the wider life of the Primary. Close monitoring and targeted intervention are used to support these aims.

SCHOOL OVERVIEW

Pupils on roll	202
PAN	30
Planned total number of pupils	210
Age of pupils	4 to 11
Proportion of disadvantaged pupils	8.9%
Pupil premium allocation 2019 2020	£41,250
Pupil premium allocation projected 2020 2021	£26,726

PUPIL DEMOGRAPHICS

Pupils at the school are mainly White British. 191 pupils out of 202 on roll speak English as their first language. 11 pupils speak another language as their first language which includes, Mandarin, Hungarian, Japanese, Polish, Romanian, Spanish, Turkish and Vietnamese. All Pupil Premium pupils are White British.

SUPPORT FOR PUPILS – EDUCATIONAL

The School has identified that children, who are eligible for the Pupil Premium support and are White British from low income families, may need extra support, opportunities and guidance in order to fully engage in school life and have improved life chances. The barriers to learning for these children have been identified with intervention in place to support good progress.

The Pupil Premium Grant has been spent in an integrated way to ensure that entitled pupils receive additional support. Catmose Primary has allocated expenditure from the pupil premium grant for the following initiatives which are design to remove the identified barriers to learning.

Barriers to Learning and Progress	Support	Projected Costing (including on costs)
Identified gaps in learning / misconceptions within the core subjects.	Intervention groups to support children who need to make accelerated progress across the curriculum.	Full time TA in each class: £18,607 per year (32.5 hours a week)
Prep and reading support is needed to ensure that pace is maintained.	Prep and reading support in a club setting.	2 afterschool club staff: £2851 x 2 per year.
EAL is limiting access to full curriculum.	EAL support to ensure that all communication skills (speaking and listening, reading and writing) are improved to access curriculum	EAL support £14.36 hour x 2 hours per week.
Emotional wellbeing is low and affecting motivation to work hard and engage in lessons – celebration of talents to boost well-being.	Music lessons (small group and 1.1) to support children who show a talent within music	1 30 minute lesson per week £15.75 per week per pupil
All children who need support identified with class provision maps in place to ensure 'every child matters'.	The employment of a SENCO and Intervention Lead Practitioner enabling the tight analysis and detailed provision mapping for children who need focused support – acting as a 'Pupil Premium Champion' 2019 (1/2 day UP teacher) Purchase of CPOMS to be used across whole school to track concerns under 'every child	Cost of 1 day per week SENCo £11407 a year CPOMS subscription £680 a year

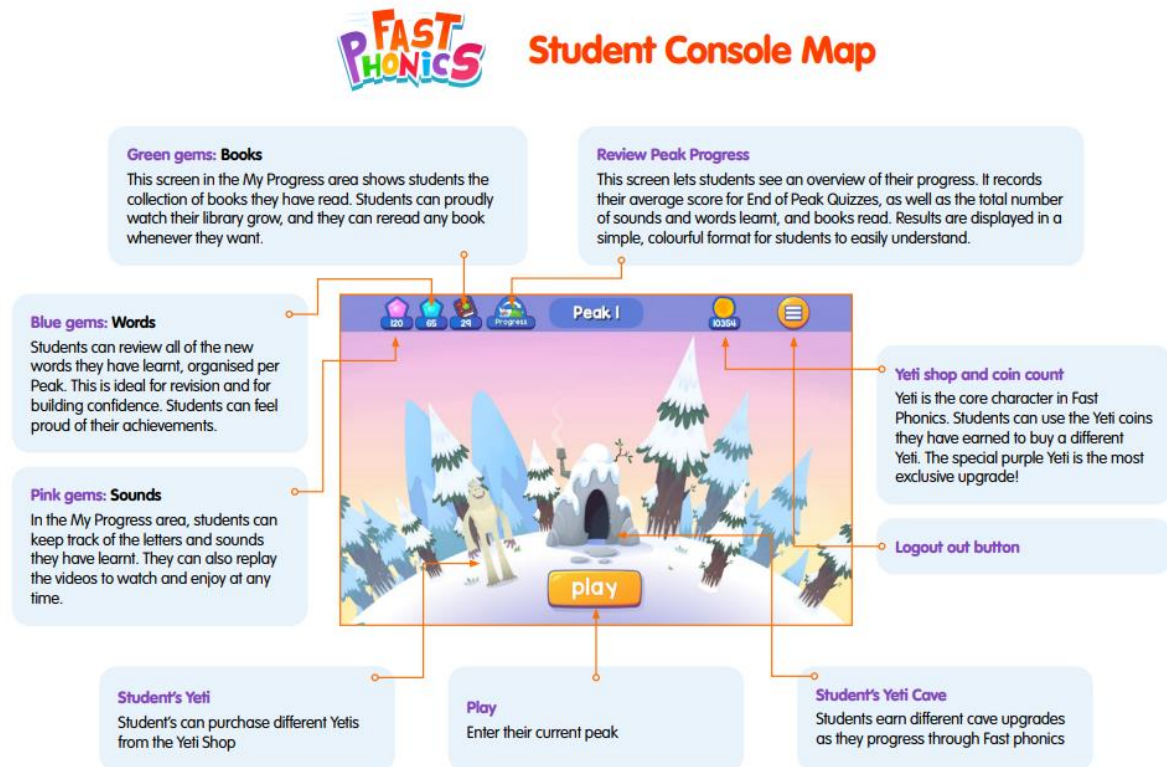
	matters' to enable identification of issues and plan for support.	
Motivation to engage in curriculum is limiting progress made. Assignment of key worker to support engagement.	1.1 tutoring sessions during the extended school day time to further support learning in class (cost of TA 40 mins x 1 day per week – this is also used to ensure any missed Prep is completed to support learning in school)	Full time TA in each class: £18,607 per year (32.5 hours a week)

READING FOCUS

Limited phonic knowledge is limiting access to full curriculum.	<p>1.1 support to develop Phonic skills to ensure age appropriate attainment; to support reading and writing skills</p> <p>Purchase of Reading Eggs across whole school to develop reading skills to access curriculum.</p>	<p>Full time TA in each class: £18,607 per year (32.5 hours a week)</p> <p>Cost of Reading eggs Subscription £972 per year</p>
Limited speaking and listening skills limiting access to full curriculum.	1.1 support to develop speaking and listening skills to ensure age appropriate attainment; to support reading and writing skills	Full time TA in each class: £18,607 per year (32.5 hours a week)
Limited reading skills is limiting access to full curriculum.	<p>1.1 reading support to develop reading skills to be in line with age appropriate expectations</p> <p>Purchase of Reading Eggs across whole school to develop reading skills to access curriculum.</p>	<p>Full time TA in each class: £18,607 per year (32.5 hours a week)</p> <p>Cost of Reading eggs Subscription £972 per year</p>

Reading eggs is a scheme which enable many levels of reading support to be offered.

PHONIC DEVELOPMENT



EARLY READING SKILLS

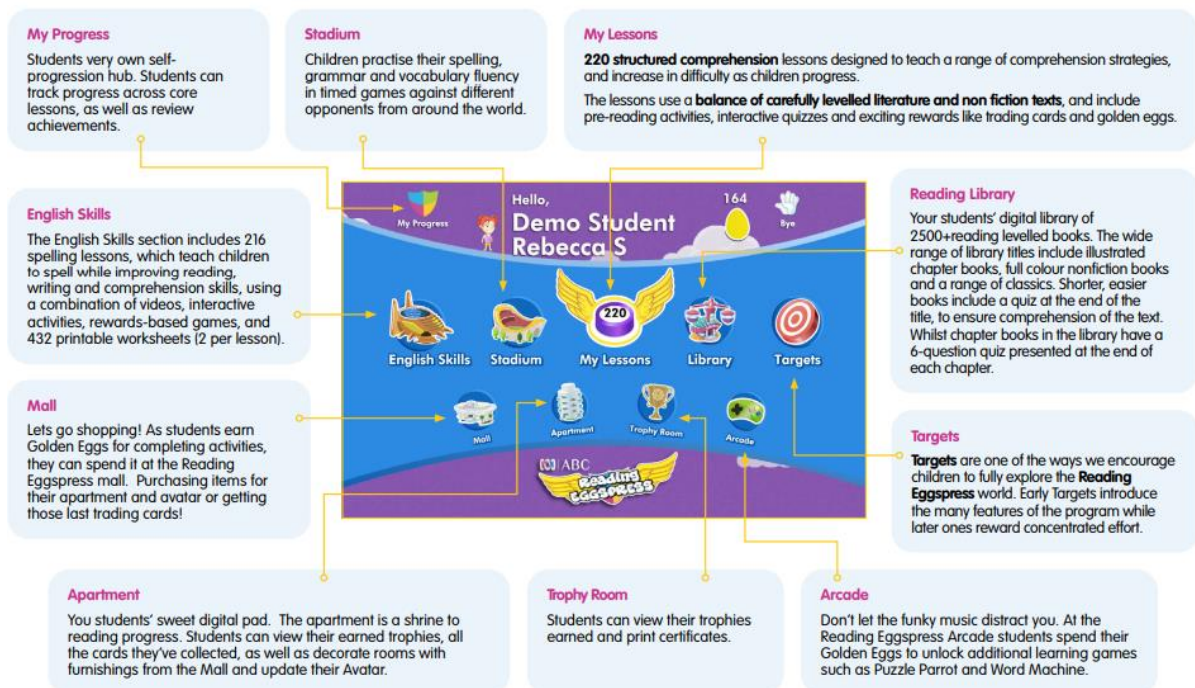
Reading eggs Student Console Map



COMPREHENSION SKILLS



Student Console Map



SUPPORT FOR PUPILS- PASTORAL

EXTENDED SCHOOL DAY

An extended School day has been created to ensure that all pupils have the opportunity to take part in a wide variety of activities within school. This has followed the identification of some pupils not accessing the 'wider world' and experiences outside of the school setting. These include modern foreign languages, extra team sports, whole class instrument playing and club time including dance, peer massage and sewing, for example.

TRIPS AND VISITS

Children are supported to take part in a wide range of trips and visits including residential visits to offer children a wider experience to broaden their knowledge and understanding. Families are supported through significant reductions in trip costings and payment plans. This ensures that all children have access to this wider learning. This has been identified as an area to support some pupils as they do not have access to trips and visits outside of school life.

Support for Pupil Premium pupils can mean the school either meeting all costs (local trips) or asking parents to contribute only the deposit (residential trips). This means that all pupils, regardless of level of household income, have the opportunity to take part in these extracurricular activities, which in turn broaden their life experiences. Examples of trips are: Leicester Museum, Hindu Temple, Wilds Lodge Music Festival and Sacrewell farm. Children are also supported through enrichment of their reading material, through selecting a personal book each term.

TRANSITION

College staff are also used to deliver lessons at the Primary (PPA cover) to aid progress, offer specialist skills and support transition. If required, an extended transition programme is offered. We encourage all TAs to undertake HLTA training to better equip themselves to support our pupils.

HEALTHY SCHOOLS

A sports coach (HLTA) is deployed to ensure that children have an active and healthy lunchtime session, enabling them to make the most of their time in school. Working with the School Nurse team, the need to ensure all pupils understand the need to live an active and healthy lifestyle has been identified. 1.1 support can also be offered via the school nursing team.



ABSENCE AND EXCLUSIONS- IMPACT OF PASTORAL SUPPORT

Attendance for all pupils is 97% (Nat 95.8%) in the highest 10% of schools, with exclusions at 0% rate. Attendance for PP pupils is 94.8% (Nat 92.7%). Attendance at School ensures that children fully engage in School life. Support from the Local Authority means that absences are tracked and support is quickly put into place where it is needed to improve attendance for pupils. This high attendance reflects the "buy-in" to the School ethos and engagement with parents, which supports pupils to do their very best each day in School.

MONITORING THE EFFECT OF THE PUPIL PREMIUM

READING AGE TRACKING

Reading Eggs is a reading programme which has been purchased to be used across the whole school. The rationale is that without key reading skills, pupils cannot access the curriculum and make good progress. Reading books have also been purchased across the school to ensure that reading books are available for all stages of reading.

Benchmarking of all pupils has been made enabling analysis of reading ages (via book bands and levels) and progress made. Comparison will be made between pupil premium and non-pupil premium children. This data will be available by the end of Term 6 2021.

SUBJECT TRACKING

Children are tracked within Reading, Writing, Maths and Science to show the impact of these interventions; if a child is not making the progress expected further intervention is given. Children are also highlighted to see what strengths can be further supported through the use of the Pupil Premium i.e. a gifted and talented musician may be encouraged to take music lessons or join the School orchestra. Weaknesses identified through CPOMS tracking can also be supported through the use of Pupil Premium, for example a child who is persistently disruptive due to a disturbed start to the School day could attend Breakfast Club in order to have a more supported and calm start to learning. Outcomes for all pupils will be analysed to ensure good progress is made by all. A link to current outcomes can be found here <http://www.catmoseprimary.com/sats/> and also in the schools Transformation Plan <http://www.catmoseprimary.com/wp-content/uploads/2020/11/CP-TP-2020-2021.pdf>



CONCLUSION AND REVIEW

We believe that pupils who 'buy-in' to our ethos, and come to school every day, will achieve. We deliberately engage with all pupils to ensure they want to come to school, encouraging the social aspect of school life at every opportunity. Our attendance of 97% reflects the pupils' eagerness to attend School and take part in School life. This policy is reviewed on an annual basis.